



Laurimar Link 2018

NUMBER 15

FRIDAY 7TH SEPT 2018

DATES TO REMEMBER:

TERM 3

Monday 10th September

Footy Day Lunch orders close
3.30pm

Friday 14th September

Footy Day Lunch

Mon 17th -Fri 21st Sep

Year 5 & Year 6 Camp

Friday 21st September

Last day of Term 3

2.30pm Finish

TERM 4

Monday 8th October

First day of Term 4.

Wednesday 24th October

Prep 2019 Information Night 7pm

Friday 26th October

Step into Prep Session 1 -2.30pm

Friday 2nd November

Step into Prep Session 2 - 2.30pm

Tuesday 5th November

Melbourne Cup Day

Public Holiday

Friday 9th November

Step into Prep Session 3- 2.30pm

Friday 16th November

Step into Prep Session 4 2.30pm

Friday 23th November

Step into Prep Session 5- 2.30pm

Principal's Report

2018 NAPLAN SUCCESS

Our 2018 provisional NAPLAN results for our school have been released and I am incredibly proud to announce that these are our best results across our 10 year period of the school. This result does not come easily and is through the relentless hard work from so many people across our school in partnership with all students, staff, parents and families that enables a learning environment and culture that has a focus on learning success for our students. Many thanks to the leadership of Curriculum Assistant Principal Deb Purser as she drives her dedication, passion and strong curriculum knowledge across the school. The hard work from each and every staff member, student and parent needs to be acknowledged and we can all take great ownership of these sensational results. Individual student results will be sent out to families in the coming days.

What makes an effective school council?

At Laurimar Primary School, we value and appreciate the hard work and initiatives of all school council members and the support they provide across so many areas to ultimately improve outcomes for all students. Meeting approximately 10 times for the year, detailed and thorough meetings are carried out with valuable input and contributions from all members. We are immensely proud of this year's School Council achievements to date and look forward to the second half of school council business through to our AGM in March next year. On behalf of all stakeholders at Laurimar Primary School, many thanks for your ongoing contributions to make our school great.

School Councillors and the Education State

Through their role in school reviews, strategic planning, budget oversight and annual reporting, school councils are responsible for the governance and oversight of the school's implementation of state-wide initiatives and reforms.

In order to effectively discharge their governance responsibilities, it is important for school councillors to know about these state-wide initiatives.

A key initiative in Victorian education over the past four years has been the Education State reform. The Education State sets goals and targets in four main areas:

- Learning for life
- Happy, healthy and resilient kids
- Breaking the link

Pride and confidence in our schools.

Principal's Report

Learning for life sets targets for improving students' outcomes in reading, maths, science and critical and creative thinking. Improvement initiatives in this area include the Victorian Curriculum, the Framework for Improving Student Outcomes (FISO), the Literacy and Numeracy Strategy and the Tech Schools initiative.

Happy, healthy and resilient kids sets targets to improve students' confidence, social skills and healthy life habits. Initiatives have been developed to improve students' resilience and participation in physical activity. They include promoting healthy minds for living and learning, breakfast clubs and the Camps, Sport and Excursions Fund.

Breaking the link supports students at risk of poor learning outcomes to stay engaged with school to overcome their educational disadvantage. Initiatives include Navigator, which reengages students who have disengaged from school, Lookout, which supports students in out of home care and Equity Funding to provide schools with additional resources to support students who are experiencing disadvantage.

Pride and confidence in our schools increases parent's and the community's levels of confidence in government education. Initiatives include the delivery of new schools and school upgrades through the Victorian School Building Authority, implementation of the Victorian Curriculum and FISO and building excellence in teacher education to support teachers.

Year 3 Camp Success

Last week I had the privilege of attending the memorable Year 3 Camp to Echuca. This is always a great highlight of the year where the children attend a fantastic farm/ ranch style experience and get to be immersed in a country and western atmosphere that encompasses numerous activities. Our Year 3's were exemplary in their behaviour and manners and the highlight was meeting a 4-hour-old goat just born on the farm. The animal nursery, historic museum, paddle boating, horse grooming, bungee tramp, mini golf and archery were some of the many highlights and laughs that we had.

Without the support of our hardworking staff and parent volunteers away from their own families, these experiences cannot go ahead. Many thanks to Anna Phillips for her leadership and work across the 5 days and to all Year 3 teachers and parents who provided a warm, safe, comfortable atmosphere for all students to be at their best and extract the maximum results and growth from their camping experience.

We now wish some 300, year 5/6 students the best of luck along with all staff and parents who will trek the Great Ocean Road to Warrnambool and Anglesea respectively. We wish you great weather and a wonderful time away together to round out the term.



Principal's Report

Child Safe Standards

In 2016, a result of the Royal Commission into child abuse, Child Safe Standards were introduced into all schools. A reminder to all stakeholders in our community that;

Laurimar Primary School is a Child Safe environment.

The following are the Child Safe Standards that must be implemented in ALL Victorian Schools in which our school must comply,

1. *Strategies to embed an **organisational culture of child safety**, including through effective leadership arrangements*
2. *A **child safe policy** or statement of commitment to child safety*
3. *A **code of conduct** that establishes clear expectations for appropriate behaviour with children*
4. *Screening, supervision, training and other **human resources practices** that reduce the risk of child abuse by new and existing personnel*
5. *Processes for **responding to and reporting suspected child abuse***
6. *Strategies to identify and **reduce or remove risks** of child abuse*

*Strategies to promote the **participation and empowerment of children***

Principle of inclusion: The needs of all students should be considered when addressing these standards, in particular for students with **disabilities**, and those from **Aboriginal or Torres Strait Islander** or **culturally and linguistically diverse** backgrounds.

For further information pertaining to these standards, please visit our school Website under 'Child Safe' where you will find all relevant policies and statements of our commitment to provide the safest environment for our students.

Have a wonderful finish to the term over the final 2 weeks; I look forward to catching up with you all at Monday's assembly or the final Friday assembly for Term 3 at 1.30pm.

Students will be dismissed at 2.30pm on Friday 21st September.

Let's continue to work strongly in partnership together and have a wonderful finish to the term.

Best Wishes,

Jason McBean

Principal's Report

Tip Sheet: Child Safety

Teach your child how to keep themselves safe

As your child gets older, they become increasingly independent and may spend time away from you or with a babysitter/ carer. As part of the journey of growing up, it's important to speak to your child about being safe. Let them know:

Tip 1

It's OK to say NO if they think what they're being asked to do is or feels wrong.

Tip 2

If they feel they're in danger, it's OK to yell, scream, kick or run to a safe place that you and your child have both agreed on – such as a neighbour or friend.

Tip 3

Make sure that you tell your child that you would never send a stranger to pick them up.

Tip 4

They can tell a lie, even to an adult, if they need to get away from someone who makes them feel unsafe.

Tip 5

To use a 'code' word you both have agreed on, to let you know they're not feeling safe; as an example, using your first name when talking to you on the phone.

Tip 6

Their body is their own – once a child no longer needs nappies to be changed or help with toileting, a carer or any other person should not touch their private areas.

Tip 7

To tell you or another adult if they have any problems or if someone is making them feel unsafe.

Tip 8

A babysitter or any other adult should not ask a child to keep a secret.

Tip 9

Not to give out personal information online, including their school, suburb, sporting team or nicknames and to never meet someone they have met online in person.



Assistant Principal's Report

NAPLAN

It has been very exciting this week to receive our Year 3 and 5 NAPLAN results. The tests in reading, writing, numeracy and grammar and punctuation were completed in May. All schools across Australia are able to compare their performance against other schools in their state and across the country. At Laurimar Primary School we have a lot to be proud of with our results being above state and showing excellent growth in both years 3 and 5 especially in Reading and Grammar and Punctuation. In the coming weeks we will continue to analyse individual student results, cohort results, the performance of girls and boys separately and the growth of our students between years 3 and year 5 in all areas. Our findings will inform our future teaching and learning program.

When you receive your child's results please take the time to read the page which explains how to interpret the results. Remember this is a snapshot of your child's learning and does not test them in all areas. If you have any questions about the results, please contact your child's teacher or myself.

LPS CAMPING PROGRAM

The excitement and enjoyment was at fever pitch last night when I along with many other staff were very fortunate to be involved in another part of the Laurimar Primary School Camping Program, the **Year Two Sleepover**. The students took part in a variety of activities from toys, bedtime stories, dance and sport, and a movie. Dinner was a smorgasboard of sausages in bread and fruit and all students were well and truly exhausted by bedtime, although that did not mean they all went to sleep! How lucky are we to have such dedicated staff who give up their own time to provide such excellent opportunities for our students. I'm sure all involved will enjoy an early night tonight.



CURRICULUM DAY

Last Monday we had a very successful, hard working Curriculum Day. Our morning was spent further developing our teaching and learning practices around reading. There was a strong focus on analysing our student data to identify the next steps for each child with their learning and developing ideas to meet these needs. The afternoon provided the opportunity for our teachers to collaboratively plan in year level teams, the outline of the learning program for term 4 and begin to plan the first three week's lessons in detail. Both of these activities are vital to the excellent teaching and learning program that we offer at Laurimar Primary School to get the best possible outcomes for your children.

Assistant Principal's Report

SOUND WAVES SPELLING

Over the next two weeks students from years 1 to 6 will be studying the following phonemes:

Week beginning September 10



w / wh / u as in web

v / ve as in have

Week beginning September 17



oo / u as in book

A reminder to try to spend some time at home looking at these phoneme sounds and the different spelling choices we have to make these sounds. Fun activities such as making word lists and playing games with these words as well as looking at where the phoneme occurs in each word and the letters that spell the phoneme would really support the work that is happening in our classrooms. It is important to note that preps are also teaching spelling based on the Sound Waves Program but as they are just learning about sounds and letters of Australian English they are not in line with the rest of the school. In Prep over the next two weeks they will be investigating

sh as in shell and

ch as in chick



And in the second week

th as in thong and s as in treasure



Deb Purser

Assistant Principal

Assistant Principal's Report

THE DEPARTMENT'S NEW PARENTING WEBSITE IS NOW LIVE

The Education Department has launched a new parenting website to give parents and carers of children aged from birth to five years access to reliable, evidence-based information and advice on raising young children.

The new website will give parents confidence that they're accessing information and links they can rely on. It will also help connect them with key parenting services like Parentline and the 24-hour Maternal and Child Health (MCH) Line.

The launch of the website follows the recently released MCH App and recognises the importance of providing self-service supports for parents to access at times and places that suit them.

The parenting website includes parent-friendly information and advice about:

- choosing early childhood education and care services
- sleep, safety, health and nutrition, and behaviour and development for children up to five years of age
- services and supports for parents in Victoria such as the MCH Service, MCH Line, and Parentline
- other reliable websites where users can access more detailed information and advice such as Raising Children Network and Better Health Channel.

For more on the new website, see: [Parenting website](#)

Parents can also phone the MCH Line on 13 22 29, 24 hours a day to speak to an MCH nurse, phone Parentline on 13 22 89, download the MCH App or see the Raising Children Network or Better Health Channel

Justine Convery

Assistant Principal

From the First Aid Room

Intestinal worms

Threadworm is an intestinal worm that is common in school age children and can be treated with medication. Threadworm is spread when children scratch their bottom, causing the eggs to collect under their fingernails. The eggs are then carried to the child's mouth via their hands.

Signs and Symptoms

- Itchy bottom
- Irritable
- Not sleeping very well
- Reduced appetite

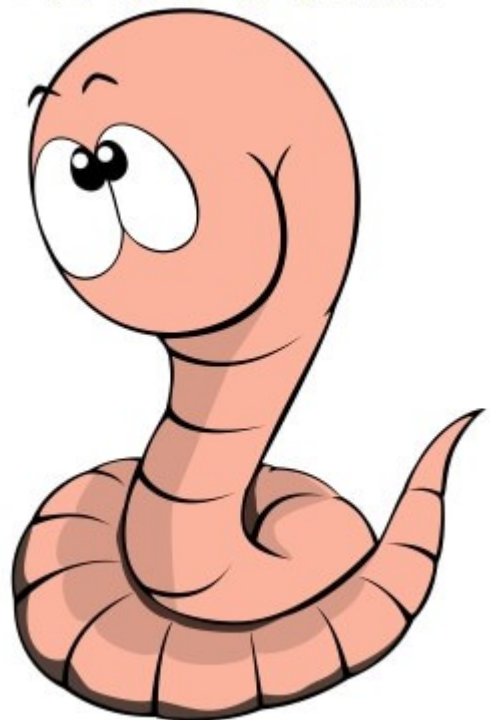
Treatment

- Treat all family members with medication, this can be bought over the counter at a pharmacy. As a preventative medications can be given every six months
- Encourage the child not to scratch
- Keep child's fingernails short and trimmed
- Encourage handwashing
- Wash child's bed, towels and toys in hot water

If concerned please consult your GP.

Thank you
Caroline & Jess
School Nurse

Are you going to get Rid of Me?



FOOTY DAY



LAURIMAR PRIMARY SCHOOL FOOTY DAY

FRIDAY SEPTEMBER 14TH 2018

Place your (OPTIONAL) lunch order early!

Orders will be live in the "School Shop" on MunchMonitor from
9am Thursday 9th August until Monday 10th September at 3.30pm

If you do not have an account please create one following the easy set up guide

www.munchmonitor.com

log in username – laurimarps

password – munch3754

click on sign up today and create your new account with your own email address and password.

Follow the prompts

TO PLACE YOUR ORDER

Go to www.munchmonitor.com Log on and click on the "School Shop" icon to order the (OPTIONAL) Footy Day Lunch.

Click on Students name

Click on Category – Footy Day Lunch

Select your item/s

Add to cart

Then you must "Check out"

When your order is COMPLETED, please ensure that you have received an email confirming your order

NO LATE ORDERS CAN BE ACCEPTED DUE TO CATERING DEADLINES

PLEASE NOTE: NO OTHER LUNCH ORDERS ARE AVAILABLE ON THE DAY



Canteen News:

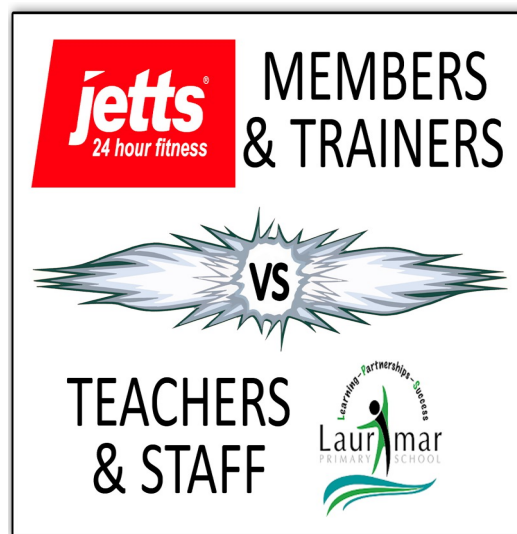
Helpers for Footy Day:

With Footy Day fast approaching on the 14th September 2018 we are looking to lock in some helpers for the day. Starting time from 12pm through till 2ish. We'll supply lunch and bottomless Tea & Coffee.

We cant do it without our wonderful parent helper team!

ENERGY BREAKTHROUGH

2018 ENERGY BREAKTHROUGH 'RUNNING CHALLENGE'



**8:30AM – 3:00PM, FRIDAY 14TH SEPTEMBER,
LAURIMAR PS (FOOTY DAY)**

CHALLENGE YOUR TEACHERS - MAKE A DONATION TODAY!

FOR A SUITABLE DONATION, YOU CAN CHALLENGE YOUR TEACHERS TO RUN A CERTAIN DISTANCE (LAPS) IN A SILLY OUTFIT FOR ½ OR 1 HOUR PERIODS DURING THE DAY. ALL MONEY RAISED WILL GO TO LAURIMAR PRIMARY SCHOOL'S 'ENERGY BREAKTHROUGH' TEAMS

Please see your teacher about donating!

Year 3 Camp

Year 3 Camp – Billabong Ranch Echuca

Last week the Year 3 students ventured to Echuca for their first school camping experience. The teachers are extremely proud of the behaviour displayed by the students and for their positive attitude and ability to take on new challenges. The students were able to participate in a range of activities such as bungee trampolines, mini golf, pedal boats, horse grooming and archery. A huge thank-you to our parent helpers for volunteering their time and assisting the teachers and students on the camp. Congratulations to all involved for what was a successful camp!



YOU CAN DO IT

Teaching Resilience

Step 1. Have Conversations with Your Child About What it Means to Be Resilient

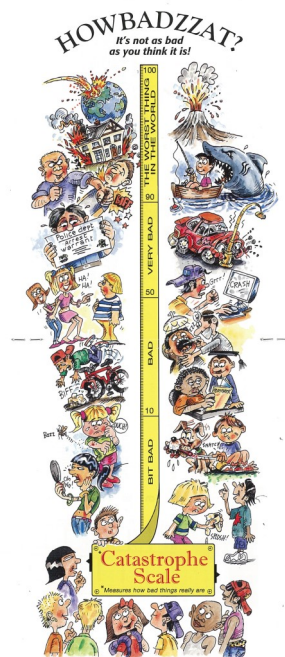
1. It will be important to select a suitable time to discuss with your child what it means to be resilient. Sometimes, it can be after or before an event where your child is upset such as not getting invited to a party, having to take a test, or having been unfairly chastised by a teacher (or parent or sibling). The conversation can also occur at more restful times when such as when your child is getting ready for bed, in the car on the way to school, or on a walk. It could also take place after both of you have seen a movie and are discussing the emotions of the characters and how the characters dealt with difficult situations. Say: "You know, one of the things that make us human is that we feel very strongly about negative things that happen to us and others when someone treats us badly or we have something really hard to do. We can get very angry, or worried or down about different things (we can also feel happy and curious). How we handle our feelings and behaviours at these times is very important. The thing inside us that helps us to cope with these sorts of situations and our emotions is called "Resilience." Resilience means that when we are faced with a challenging or difficult situation or person, we are aware of how we feel, we try to stay as calm as we can be, when we do get very upset, we don't let it get to us by fighting or staying away too long, we calm down within a reasonable amount of time and we bounce back to our work and our friends." 2. After reading a book or watching a movie, discuss with your child the aspects of the character's behavior that showed they were or were not resilient. For example, you can ask: "When the character was separated from his family, how did he feel and behave? Was there a time when he was not resilient and got very angry and depressed and acted in an un-helpful way? Later on, did the character display greater resilience by calming down and bouncing back?" 3. Indicate to your child that resilience is something that everyone can learn (adults included) as they grow up. Say: "From time to time, I'd like to discuss with you ways to think and things to do that can help you learn how to be resilient. Every young person growing up today needs lots of resilience to cope with life at school and home so that they can be as successful and happy as they can be." 4. Have a discussion about the pros and cons of being resilient. Say: "Do you think being calm and being able to calm down and bounce back is a good thing? What are the consequences for someone who gets extremely furious, depressed or worried?" See if you can gain agreement with your child that extreme upset while normal and natural in the face of disagreeable events is not helpful and is counter-productive and that resilience is the 'way to go.' Step 2. Describe Examples of Resilience to Practice Select two or three examples of resilient behavior that you want your child

Step 2. Describe Examples of Resilience to Practice Select two or three examples of resilient behavior that you want your child to practice. Say: "Here are some examples of resilient behaviour that are good to practice to strengthen your resilience (select two or three from the following list): not getting extremely angry and fighting when someone is mean or acts unfairly; not worrying too much about taking a test; not avoiding meeting someone new; not get extremely down after receiving a bad mark or if someone is mean or excludes you; calming down quickly when upset; bouncing back to work or play after having been very upset. medium upset. A resilient person tries to manage his/her emotions so that he/she stays in the medium range of upset and when he/she gets to the top of the thermometer, he/she calms down

YOU CAN DO IT

Step 3. Discuss Ways to Think as well as Coping Skills that will Help Your Child to Be Resilient 1. Introduce your child to the idea of an Emotional Thermometer and explain that feelings like physical temperatures can go from being very low/weak in intensity to very high/strong: "When something happens to you that you think is bad like someone doesn't say hello or you get a bad mark, you can feel extremely upset, medium upset. A resilient person tries to manage his/her emotions so that he/she stays in the medium range of upset and when he/she gets to the top of the thermometer, he/she calms down

2. When you are talking with your child about something that happened at school or home where they were upset, say: "Honey (or son), there are some helpful ways you can think about what happened that can strengthen your resilience. One way is not to let your thinking get the better of you by blowing the badness of what happened out of proportion (making mountains out of molehills). Things that happen can be truly awful and terrible like war, terrorism or death of a loved one. Other events are not quite as bad as when you have a fire in your house, your best friend moves away or you have a car crash. Still other events are just bad or a bit bad like you are late for an appointment, you get a bad mark on a test, someone laughs at what you say in class or you forgot lunch. When you are thinking about something bad that happened, it's good to think: "This is bad but it could be worse. It's not a catastrophe, the worst thing in the world." Thinking this way helps you to be calmer." 3. Share with your child additional ways to think about what happened or what might happen that he/she can think to help him/her to stay calm, calm down and/or bounce back including: "I don't like it but I can stand it" "If I make a mistake or someone is mean to me, I still have my good points." "People who behave unfairly are not totally bad. They may just be making a mistake." Have your child say which way of thinking he/she could use to be resilient. 4. You can also share with your child different things they can say and do to be resilient. You can discuss and illustrate using examples from your own life and the lives of others the following coping skills for being resilient in the face of events children perceive as negative: being aware of how upset you are and deciding to keep calm, relaxing (taking slow, deep breaths), finding someone you can trust to talk to, and finding something fun to do to take your mind off it. Step 4. Things to Say to Acknowledge Your Child's Resilience When you catch your child demonstrating resilience, you can acknowledge your child by saying the following: "You seemed pretty resilient when you didn't get so upset about what happened." "You didn't let yourself get too angry." "You've learned how not to get too nervous." "You didn't let that setback stop you from trying." "Keeping your cool really helps." "You did not upset yourself about what happened." "You can get through the tough stuff." "Even though you didn't do as well as you wanted, you are still positive in many ways" "You seemed not to have blown that negative event out of proportion.



Student of the Week– 27th August 2018

Class	Student
Foundation A	Neve V
Foundation B	Charlotte B
Foundation C	Grace K
Foundation D	Marko M
Foundation E	Isaac B
Foundation F	Lachlan T
Foundation G	Blake S
1A	Jessica I
1B	Ethan H
1C	Jack S
1D	Jett T
1E	Darcey O
1F	Riley D
2A	Blair I
2B	Ryan S
2C	Siaki T
2D	Chase K
2E	Hayden C
2F	Tully C
2G	Brayden E
3A	
3B	Eksana O
3C	
3D	
3E	Jordan B
3F	Jake K
4A	Jaxon K
4B	Chayse C
	Monique S
4C	Gurbaaz S
4D	Saskia C
	Joseph M
4E	Jayda S
4F	Liam C
4G	Mia M
5A	Spencer M
5B	Isaac M

5C	All O
5D	Darcy K
5E	Talia Q
5F	
6A	Jasmine S
6B	Charlie J
6C	Hayden C
6D	Cooper S
6E	Madison B
6F	Rhiannon T
OSHC	Darcy K
Enrichment Maths	Rishita C
Enrichment reading	
STRIVE	
Social & Emotional Learning	Katia N
Physical Education	
Chinese	
STEM	Liam T



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Whittlesea
SECONDARY COLLEGE



Family Fun Day

Come one come all! To Whittlesea Secondary College for a day of
fun and laughter!

15th of September

10am-2pm

Whittlesea Secondary College

Classic Cars and Bikes on show!

- Face Painting
- Kids Craft Activities
- Devonshire Tea
- Sausage Sizzle
- Raffle
- Character meet and Greet

AND MORE!

ALL MONEY RAISED WILL FUND SCHOLARSHIPS FOR THE
MUSIC PROGRAM AT WHITTLESEA SECONDARY COLLEGE!

designed by  freepik.com

Advertising



MPSM Club Registration Day

Date: Saturday 8th September 2018

**Where: Meadowglen International
Athletics Stadium
146-156 McDonalds Road, Epping**

Time: 10.00am to 1.00pm

****** For new Registrations please bring
Birth Certificate ******

We are an inclusive club for all abilities

**Weekly Training Starts:
Tuesday 11th September 2018 5.30-6.30pm**

**Come and Try Day:
Saturday 15th September 2018 starting @ 8.30am**

**Email: millparksouthmorang@lavic.com.au
Website: www.mpsmlac.org.au**

Advertising

UPGRADED CRICKET TRAINING NETS

Laurimar Reserve

Upgrade from our current nets that are too small and face the wrong direction into the sun!



We are trying to get our training nets upgraded so that we can cater for all the Seniors Men & Women, Juniors & Veteran cricketers. Our current nets are way too small and they face the wrong direction straight into the sun (extremely dangerous when batting)

We have had a massive growth from nothing to one of the largest clubs in the DVCA competition. We need your help to get our nets upgraded, it will take 2 minutes of your time to register your vote for our nets through PICK MY PROJECT

WE NEED YOUR VOTE



HOW TO VOTE

Copy and paste the link, shortlist our project, sign in and add 2 others to your shortlist, then submit your votes.

<https://pickmyproject.vic.gov.au/rounds/pick-my-project/ideas/laurimar-recreation-reserve-upgrade-of-existing-cricket-nets>

An upgrade to the cricket nets for the Laurimar Recreation Reserve would help the Laurimar Cricket Club and the local community by providing a safe and practical facility to accommodate club training needs and encourage greater informal cricket play for the greater community. The current cricket nets are incorrectly positioned, which forces batters to look directly into the sun. This poses a safety risk as players are unable to see the ball and can often be subject to injuries caused by impaired vision through sun glare.

Benefit to the local community comes in the form of state-of-the-art facilities to help aid our young and upcoming players of the local area to train to the best of their ability. To become the best sportsperson they can. The new nets will be installed as safely as possible. These nets will allow not only club players, including the juniors, seniors, women's and veterans, but the local community, to enjoy playing an iconic national sport that brings communities and cultures together across the world creating unity across the community.

